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ABSTRACT

One of seven similar project reports dealing with program development in career education for teacher, counselor, and administrator preparation, this report presents, in two sections, information on infusing career education content into elementary teacher education programs. The first section describes the results of the work done by the Elementary Teacher Education Task Force. This information is grouped under the headings: Desired Student Outcomes, Teaching/Learning Activities, Teacher Competencies, Career Education Information for Use in Teacher Training Programs, and Recommendations. The second section provides two examples of elementary teacher education course syllabi which have been infused with career education elements. For each course additional discussion centers around how career education was related to specific course objectives, and the effectiveness of course infusion. Appendixes include the form used by the different task forces in identifying, describing, and classifying career education elements; sample activities for grades K-6; a diagram showing the relationship of career education to the total school curriculum; and other classroom instructional materials for developing student career awareness. For more information on the total project, see CE 009 305. (TA)

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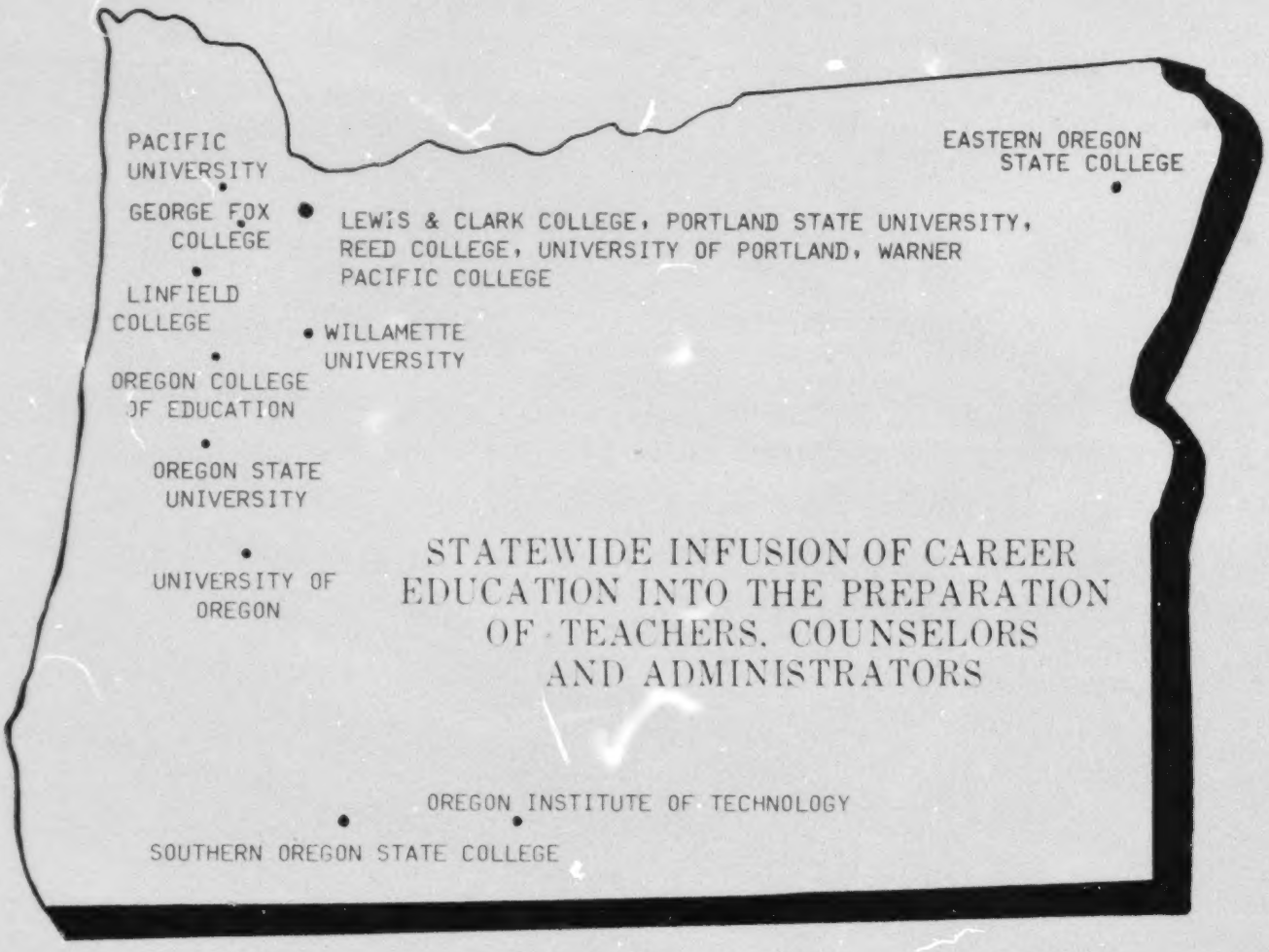
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STATEWIDE INFUSION OF CAREER EDUCATION INTO THE PREPARATION OF TEACHERS, COUNSELORS AND ADMINISTRATORS

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September, 1976

CE 009 311

THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

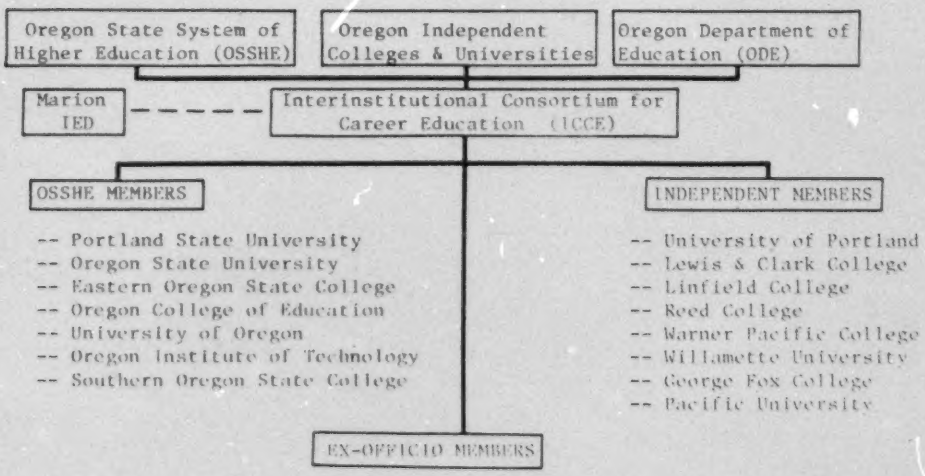
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE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PREFACE

The materials presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education and within the jointly supported state and federal project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". This comprehensive project was focused upon three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties, program development for teacher, counselor and administrator preparation, and teacher certification and program accreditiation.

This document has resulted from work in the program development area and presents career education content for elementary teacher education curricula developed by the Project's Elementary Education Task Force. Also presented are the revised course syllabi which have been infused with career education elements. The course infusion work was done primarily at Portland State University.

This report is one of eight similar reports dealing with program development in career education for teacher, counselor and administrator preparation. The other reports address Secondary Teacher Education, Special Education Personnel, Counselor Education, Vocational Education Personnel, Career Clusters Information, Community Resources Utilization and a Conceptual Model for the Career Education Dimension of College and University Personnel Preparation Programs. Although each report is complete in itself, the user of this report may find the others supportive in meeting a particular need.

Many individuals and agencies have contributed to the work of the total project. The program development aspects, in particular, have required the collaborative support of numerous individuals. Portland State University and Dr. Allen Lee, Director of Career Education, specifically deserve much of the credit for what has been accomplished in program development. PSU was the major sub-contractor to the ICCE for this work and Dr. Lee provided the leadership and direction for those activities. The original report was prepared on behalf of the Task Force by Zola Dunbar and edited by Dr. Allen Lee, both of PSU. Further editing and final formatting was done by the ICCE central office staff. Both the task force members and individual professors who infused courses deserve our sincere appreciation and thanks. Those individuals are identified in the appropriate sections of this report.

The results of this initial effort to infuse career education concepts into teacher, counselor and administrator preparation in Oregon are already impacting upon Oregon educational personnel development programs. Further testing, evaluation and course/program infusion will take place during 1976-77 and 1977-78. It is hoped that this and the companion reports will facilitate that effort and also be of assistance to colleges, universities and other agencies and institutions outside Oregon who wish to undertake similar efforts.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

INTRODUCTION

The potential of any educational reform movement is highly dependent on the attitudes, skills, and understandings of the educational personnel responsible for its implementation. As such, the maximum potential for career education can only be reached if its concepts, knowledges and skills are adequately infused into inservice and preservice preparation of teachers, counselors and administrators. Although many individuals, agencies and institutions have responsibility for personnel development, the institution which must provide the primary leadership and direction are those colleges and universities which prepare educational personnel for our schools.

The Interinstitutional Consortium for Career Education, established in 1974, seeks to facilitate the efforts of Oregon institutions who prepare teachers, counselors and administrators to better meet the needs of personnel preparation for career education. This fifteen member consortium devised and planned a change strategy for college and university personnel preparation which focuses upon three essential aspects of the personnel development: staff development for college and university faculty, program development for college and university preparatory programs, and teacher certification and program accreditation. The work reported in this document represents a portion of that change strategy in the area of program development. Materials included are those developed by a task force and those developed by faculty members of cooperating institutions who revised existing courses to include appropriate knowledge and skills in career education.

The conceptual design for this activity was that a group of knowledgeable people representing colleges and universities, local education institutions, the Oregon Department of Education, and the business, labor and industrial community would come together within the context of a given area of education, i.e., elementary education, and identify those concepts, student outcomes, teaching/learning activities, teaching competencies and body of information which would be important for inclusion in the preparation programs for individuals in the given area. Further, the strategy provided for colleges and universities to analyze their curricula in a given area and identify which concepts were currently being adequately covered in the preparatory programs, which concepts could be covered with slight modification of the curriculum and which concepts would have to be infused into the curriculum as new materials. Similar procedures were used for the analysis of courses at all institutions. Note Appendix I for the form used for this purpose.

Courses were then selected for revision. The criteria used by Portland State University for selecting elementary and secondary teacher education courses to infuse with elements of career education are examples of the thought that went into such decisions. These courses were selected for infusion efforts on the basis of the following criteria:

1. Courses selected represented a cross-section of the curricula areas found in public schools (Social Studies, Reading, Science, Language Arts, Physical Education).

2. Courses selected represented a cross-section of the key undergraduate experiences required for acquisition of a basic teaching certificate.

3. Graduate courses selected represented key courses required for acquisition of a standard teaching certificate as well as an elective portion of a Master's Degree program.

4. Courses selected were taught this academic year by instructors specifically interested and committed to the infusion of career education strands into departmental course offerings.

5. Courses selected were taught by faculty recognized as key personnel who provide leadership for program development.

Infused courses were tried out with students and syllabi again revised, based upon the pilot test.

In general the preceeding strategy has been used in developing the materials included in this report and has proven a very adequate model for causing programs and course syllabi to be infused with career education concepts at the college and university level.

However, as in any developmental effort, modification of the strategy had to be made to fit the day-to-day situation. Initial plans called for the task force to have completed its report early in the academic year -- in time for that report to be distributed to the colleges and universities faculty before the infusion of the courses began. Because of the time needed for the task force to adequately fulfill its responsibility and the need to pilot test the revised syllabi during 1975-76, the infusion process began before the task force work was completed. Faculty members directly involved with course infusion were for the most part also members of a task force and therefore did have the benefit of the initial task force findings. In addition to the basic content of the task force reports, the selected bibliographies proved extremely helpful in course and program revision.

The task force chairperson played a key role in organizing the task force and in the development of the report. The chairperson was assisted in each instance by a task force coordinator who had the specific responsibility of pulling together the task forces varied activities and materials and putting them into a cohesive document for review and examination by task force members. The task forces reviewed information from a variety of sources and met periodically to discuss their findings and to suggest what should be included in the career education content of elementary teacher education programs. Before finalizing that task force report a draft prepared by the coordinator was distributed to the task force members for their comments and additional input. Additionally, the Northwest Regional

Educational Laboratory was contracted to critique the material and provided an analysis of its content. The Northwest Lab provided sources of additional material which could strengthen the task force document. Subsequently, much of this material was included in the task force reports.

This reports should prove useful to college and universities desiring to include career education as a part of their elementary education program. The information from the task force can provide concepts and content to be considered. The examples of required course syllabi used to infuse this information can demonstrate a process that is possible to help accomplish an essential task.

TABLE OF CONTENTS

CAREER EDUCATION CONTENT FOR ELEMENTARY TEACHER EDUCATION PROGRAMS . . 1

Task Force Membership 2

Desired Student Outcomes 3

Teaching/Learning Activities 3

Teacher Competencies 6

Career Education Information for Use in Teacher Training Programs . 6

Recommendations 8

Bibliography 9

INFUSION OF CAREER EDUCATION INTO ELEMENTARY TEACHER EDUCATION COURSES 10

Acknowledgements 11

Ed 356 -- Teaching Strategies and Materials: Reading I 12

Career Education Emphasis 15

Effectiveness of Course Infusion 16

Ed 357 -- Teaching Strategies and Materials: Language Arts . . . 20

Career Education Emphasis 23

Effectiveness of Course Infusion 24

APPENDICES 27

Appendix I Suggested Format & Criteria for Identifying, Describing & Classifying Career Education Elements . 29
Appendix II Sample of Activites 32
Appendix III Diagram Showing Relationship of Career Education to the Total School Curriculum 39
Appendix IV Cipher in the Snow 40
Appendix V The Death of Spring 43
Appendix VI Job Application Information 44
Appenxix VII Form for Organizing a Lesson Plan 47
Appendix VIII Examples of Materials to Aid Students in Lesson Planning 48
Appendix IX Sample Lesson Plans for Reading 51
Appendix X The Parable of the Strangers 56
Appendix XI Examples of Materials to Aid Students in Lesson Planning 57
Appendix XII Sample Lesson Plans for Language Arts 60

CAREER EDUCATION CONTENT
FOR
ELEMENTARY TEACHER EDUCATION PROGRAMS

The material included here is the result of the work done by a Task Force whose purpose was to identify, collect, review and organize a body of career education information for consideration by colleges and universities with responsibility for the preparation of elementary teachers.

TASK FORCE MEMBERSHIP

Persons from various colleges and universities, local school districts and the Oregon Department of Education served on the Elementary Teacher Education Task Force. Their contribution to the project is truly appreciated.

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CAREER EDUCATION CONTENT FOR ELEMENTARY TEACHER EDUCATION PROGRAMS

The content of this report is based on the rationale that Career Education at the elementary school level should be one of career awareness, and that career awareness is not a separate subject but is developed in each classroom within traditional subject matter areas. Career awareness considers the producer role and how it relates to the other life roles of consumer, citizen, family and leisure time.

With the beginning of the school experience the students have the right to expect guidance and assistance in developing awareness of self and others, good work habits, and the attitude that there is dignity in all work. In order to accomplish this it is essential that the teacher not only have a high regard for the dignity and worth of each individual student but also provide learning opportunities which allow for, and take advantage of, the uniqueness of each individual.

Desired Student Outcomes (K-6)

As a result of the elementary school experiences the following student outcomes should be attained:

1. Each student will be able to identify his/her individuality and be aware of how it relates to the life roles.
2. Each student will be able to use basic methods of communication in his/her relationships with others and be aware of how they relate to all life roles.
3. Each student will be able to use decision-making skills and be aware of their importance in choices made concerning all life roles.
4. Each student will be aware that careers require certain physical and mental skills.
5. Each student will develop positive attitudes toward, and acquire knowledge about the world of work.

Teaching/Learning Activities

In order to achieve the desired student outcomes it will be necessary for teaching-learning activities to be provided. These can be best accomplished when presented in a total framework rather than fragmented. The school environment should be considered in the broad context of the community rather than to segregate classroom activities and community activities. The school building is part of the community and learning can take place in many settings.

Many teaching-learning activities can be used to focus on career awareness within the regular curriculum. The Elementary Teacher Training Task Force has identified the following ten activities:

1. Field Trips

   The preparation for and follow-up of the field trip will determine the success of this activity. The focus should be on the people and jobs involved rather than on the finished product.

2. Career Education Fairs

   The decision making involved in the planning and implementation of a Career Education Fair should be a part of the student's activity. The interest generated by having an opportunity to view in one location people from varied occupations can lead to more in-depth information through interviewing and field trips.

3. Interviewing

   One of the best ways to get in-depth information about careers is on a one-to-one basis. Thus the technique of interviewing becomes the activity to accomplish this. In order for the interview to be worthwhile adequate preparation on the part of the student is essential. Role playing is an effective means for providing readiness.

4. Human Resources

   The use of people from the community to provide first-hand information concerning careers to the students is almost limitless. In addition to the present day occupations, a historical perspective of careers of the past in relationship to the needs of society can be provided by older members of the community. Parents of students not only provide valuable information about their careers but also from this experience may open up valuable lines of communication. It is not always necessary to leave the school setting to obtain resource speakers. Remember there are many building employees who need an opportunity to contribute. It should also be noted that all human resources memtioned above may include some who can do more than a one-time presentation. They may serve as a resource teacher for a particular unit.

5. Survey of Community

   As students collect data on the various segments which make up the community, they will not only learn how it operates but will also gain an awareness of the interdependence of all concerned and the relationship of the various life roles.

6. Simulation/Gaming

As situations arise that concern career awareness a simulation of the actual circumstances can add relevance to the activity and clarify the concepts. The role-playing included provides the students with a means for experiencing first-hand involvement. Gaming based on either commercially prepared or teacher-made materials is a manipulative exercise for students to look at careers from another viewpoint.

7. Audio-Visual Materials

Films, filmstrips, television and tapes can be used to give background information and provide vicarious experiences when actual experiences are unavailable or inappropriate. Bulletin boards and displays can provide additional input and bring a focus to career awareness in the curriculum.

8. Crafts

Crafts, including industrial arts, give the students an opportunity to be actively involved in producing a product which may lead to an awareness of an occupation or just as importantly a hobby to consider in the leisure time role.

9. Fine Arts

Fine arts is not only another outlet for the life roles as producer and leisure time, but may be the media for providing career information. Many songs have been written with the theme built around a career. Paintings are also effective in presenting concepts related to careers. Drama provides another means for the audience, as well as the performers, to gain information about people in the various life roles.

10. Role Playing

Although role playing has already been mentioned under the headings of interviewing and simulation, it is such an effective teaching-learning activity that it merits being listed separately. Role playing is adaptable to any subject area and any grade level. In order to assume a role it is necessary to gain information about that role so as to adequately perform. Learning can be given as much needed relevancy through role playing, especially as it relates to problem-solving and decision-making.

Teacher Competencies K-6

If career awareness is to be infused into the traditional subject matter areas, the elementary teacher must not only have competencies necessary for teaching the elementary curriculum but also needs the following:

1. Have in-depth knowledge of Career Education with a focus on career awareness.
2. Be able to recognize when a Career Education emphasis is appropriate to include in the traditional subject areas.
3. Be able to utilize strategies to infuse Career Education into traditional subject areas.
4. Be able to utilize learning activities that foster desirable attitudes toward work.
5. Be able to assist students in understanding the importance of responsibility and decision-making in all life roles.
6. Be able to assist students in developing self awareness in relationship to the life roles.
7. Be able to assist students in developing an awareness of how one life role is related to the other life roles.

Career Education Information for Use in Teacher Training Programs

The college or university should take into consideration for inclusion in the teacher training program the student outcomes, teaching-learning activities, and the teacher competencies discussed above. In addition the college or university personnel need to have background knowledge about Career Education and information on how to infuse Career Education into the traditional subjects in the elementary school. (10)

There are basic concepts concerning Career Education which have implications for the preparation of elementary teachers. Many of these are true for all areas of the elementary school curriculum which makes it essential that Career Education be a part of, not apart from, the traditional subject areas. (11)

Career Education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, consumer, producer and leisure time. Thus it becomes a part of all levels of education from kindergarten through adult life. However, because of the different focus and objectives at each grade level the teaching-learning activities should be varied and nonrepetitious. (10)

Since Career Education should be a part of all levels of education, all teachers have a responsibility toward meeting the goals and objectives. However, teachers cannot do it alone and have a right to expect support from administrators and assistance from Career Education specialists. All of the educational staff should be responsive to community needs and interests. As the community feels its input is being considered, the patrons will become involved and supportive. The utilization of community resources not only enhances the learning opportunities for the students but can be a positive means for informing the public of the school curriculum, including the Career Education focus.

Career Education goals should be manifest at the elementary level as career awareness of all life roles including the world of work. The work habits being developed by students in grades K-6 should have a direct relationship on their work habits as adults. However, it is important that the students view themselves as workers now, not as getting ready to be workers. (9)

As Career Education elements are infused into the traditional subject matter areas, there is an opportunity to make the school world more relevant to the real world. Activity-oriented, "hands-on experiences) will enhance the learning environment for the basic subjects such as reading, writing and mathematics, as well as the content subjects and music, art and physical education. (15) Teaching-learning activities related to the various subject matter areas need to be readily available to teachers. (1,2,3,4,6,7,12,13). See Appendix I for samples.

Even though the focus at the elementary school level should be career awareness it is necessary that the elementary teacher be knowledgeable of career exploration, preparation and specialization in order to have an integrated curriculum, grades K-12. (10) One important aspect of this knowledge is an understanding of the career cluster concept, not to be confused with the "career cluster program". As the elementary students develop an awareness of the life roles, a part of this awareness will concern various occupations. Materials for elementary students have been published to help familiarize them with the career cluster concept. (8,14) For additional information in this area the college or university personnel should read the report dealing with career clusters information.

Basic to all career awareness is the awareness of self. Self awareness and awareness of others may be developed in relationship to life roles. As teaching-learning activities focus on family, citizen, producer, consumer and leisure time roles each student will be interested in how he/she fits into the picture. This will lead to an examination of one's interests, abilities and needs in the search for self-fulfillment. (16)

How one is accepted by others has a strong influence on the individual's concept of self. Career Education provides a common ground for mainstreaming all elementary school students. There is no need to ability group when discussing life roles. Sexism and racism should also be avoided by providing alternatives and opportunities for freedom of choice with no preconception of what must be chosed. Career Education will have met its objectives only when all individuals feel free to choose any occupation based on competency.

As students are aware of more alternatives concerning all life roles, they will see the need for wise decision-making. The elementary school can, and should, provide many opportunities for the students to make decisions and to accept responsibility for the consequences as a result of those decisions. These decisions should center on present situations relevant to the students' needs. It is essential that there be no pressure, direct or implied, that elementary students choose a specific, life-long occupation. (1)

As Career Education is infused into the school curriculum, it is vital that the student be the focal point. In this way the teaching-learning activities will be related to his/her interests and needs will provide opportunities for him/her to experience success. The dignity and worth of each individual will be recognized as the learning environment is enhanced by the uniqueness of each student.

If elementary teachers are to develop the necessary Career Education competencies, the college and university personnel that are involved in elementary teacher education programs must be more than knowledgeable about Career Education. They must demonstrate in regular courses the process for infusing Career Education into the subject areas. The elementary teachers have a right to expect upon completion of their college/university experience to have the necessary content and strategies needed to successfully implement a career awareness program in their classrooms. Higher education has a responsibility, by example, to provide the HOW as well as WHAT and WHY.

Recommendations - For the elementary teacher training programs to be relevant to the needs of the public schools it is essential that the college and university personnel be aware of what is happening in the schools and especially in grades K-6. The Task Force suggests the following to college and university faculties:

1. Have an overview of what is happening statewide in the area of Career Education.

2. Visit public schools and observe presentations to students K-6, and discuss with the classroom teachers how this one lesson fits into the overall objectives for career awareness.

3. Use community resource people in the college and university classes.

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INFUSION OF CAREER EDUCATION INTO ELEMENTARY TEACHER EDUCATION COURSES

This section includes elementary teacher education course syllabi infused with career education content based on materials from the first section of this document.

ACKNOWLEDGEMENTS

Many faculty members contribued both directly and indirectly to the course infusion for the elementary education program. Those individuals specifically responsible to revise and pilot test the following course syllabi were:

Dr. Forbes Williams
Portland State University
Portland, Oregon

Ms. Zola Dunbar
Portland State University
Portland, Oregon

The work they and other individuals have done and the willingness to share their materials is truly appreciated.

INFUSION OF CAREER EDUCATION INTO ELEMENTARY TEACHER EDUCATION COURSES

Two elementary teacher education courses in which to infuse career education concepts were selected by Portland State University. The syllabi were revised, pilot tested and rewritten based upon the pilot test. The process used in the pilot testing was similar in both courses.

To assist students in attaining the specific objectives of these courses related to career education, teaching/learning activities were used not only to present content but also to demonstrate the process of infusion. Many of the teaching/learning activities were examples of those identified by the Elementary Teacher Education Task Force.

In order to integrate career awareness into the reading and language arts programs, the university students must have some knowledge of career education and its peace in the elementary school curriculum. In providing this information, the relationship of the life roles to the total school curriculum was discussed. A diagram which illustrates this concept was given to students (Appendix III).

Ed 356 Teaching Strategies and Materials: Reading I -- 3 credits
Prepared by: Zola Dunbar

Course Description -- This is the first of two component sequence in reading for elementary teachers. Emphasis is on the reading process, the total reading program, approaches to the teaching of reading, including basal reader, phonic, language experience and linguistic approaches. Consideration is given to word recognition, comprehension, readiness and beginning reading, selection, and evaluation of materials, classroom organization and management of reading programs, and professional organizations of teachers of reading. Field experience is required. Prerequisite: Admission to the program of studies in teacher education, Ed 310 and Ed 312.

General Objectives: This is an introductory course in the teaching of reading in the elementary school designed to present theory and practice in the teaching of reading so that the university student will have basic competencies needed to teach in an elementary classroom.

Specific Objectives:

*1. Student will be able to state long-range objectives of school reading programs.

2. Students will be able to describe the strands and components of a total reading program.

3. Students will be able to formulate a definition of reading and discuss various characterizations of the reading process.

4. Students will be able to plan, carry out, and evaluate the effectiveness of developmental reading activities with children at an age group of their choice.

5. Students will be able to describe the characteristics and discuss strengths and weaknesses of commercial basal reading materials.

6. STUDENTS WILL BE ABLE TO WRITE A LESSON PLAN INCLUDING A CAREER AWARENESS FOCUS, USING A BASAL READER.

7. Students will be able to plan, carry out, and evaluate activities designed to develop children's reading comprehension.

8. Students will know the major word recognition strategies available to children and will be able to plan, carry out, and evaluate the effectiveness of activities for developing each of those strategies.

9. Students will know the major sound-symbol relationships of the English writing system and their implications for the reading program.

10. Students will be able to plan a comprehensive program of prereading activities and describe procedures for recording children's growth and development.

11. Students will know the rationale underlying the language experience approach to the teaching of reading and will be able to plan, carry out and evaluate language experience activities appropriate to children's stages of development.

12. STUDENTS WILL BE ABLE TO WRITE A LESSON INCLUDING CAREER AWARENESS FOCUS FOR A LANGUAGE EXPERIENCE UNIT.

13. STUDENTS WILL BE ABLE TO USE CAREER EDUCATION MATERIALS AS A VEHICLE FOR TEACHING READING.

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* Included will be an awareness of the need for reading skills in all life roles -- producer, consumer, family, citizen and leisure.

14. Students will be able to describe plans for organizing a classroom to accommodate a range of different reading activities.

15. Students will be able to state and discuss principles of classroom management.

16. Students will know of N.C.T.E. and I.R.A. and make use of their publications.

Course Overview: Field experiences of ½ day per week are required for this course. These are coordinated closely with the class discussions, selected reading, and evaluation of commercially published materials.

Topics will include:

Long term objectives of school reading programs
Various materials, methods and approaches for teaching reading
Planning reading activities
A total reading program
Professional organizations and publications
Classroom organization and management

Course evaluation: Evaluation will be based upon attendance, participation in class and field experiences, the quality of the assignments, a self-evaluation of progress towards the acquisition of teaching competencies, and performance on a mid-term and final examination.

Career Education Emphasis

Career education was infused into the course at many points. How this was related to specific course objectives is described in the following paragraphs.

Discussion of long-range objectives of school reading programs, specific objective #1, included the importance of self concept, and the use of reading skills in all life roles. The tape and printed copies of "Cipher in the Snow" were used as a stimulus for small group discussions of self-concept and how it relates to the self-awareness objective of career awareness. See Appendix IV.

The use of the tape also demonstrated how one of the teaching/learning activities, audio visual materials identified by the Elementary Teacher Education Task Force could be used.

Specific objective #2 dealt with the components of a total reading program with emphasis on the need for variety of objectives, strategies, experiences and materials. The career awareness aspect of the curriculum can help provide the essential factor of relevancy to the child. The poem, "The Death of Spring" was used to emphasize the important of the teacher's attitude in this area. See Appendix V.

To further demonstrate the major role that the classroom teacher plays in integrating career education into the reading program, a sixth grade teacher was used as a resource person. His presentation included slides of his total sixth grade class in a shopping center for a full day working right along with the regular employees. The sixth grade students had gone through the procedures of applying for specific jobs chosen from the Raleigh West Classified Ads and being interviewed in the classroom in preparation for the day's work experience. The resource person used the same procedures with the university students in a role-playing situation. See Appendix VI.

Four ot the teaching/learning activities, field trips, interviewing, human resources and role playing identified by the Elementary Teacher Education Task Force were used in this lesson. As the university students were involved in such activities they seemed more receptive to using them with elementary students.

Specific objective #6 and #12 required the writing of lesson plans which included a career awareness focus. In preparation for this assignment, the writing of lesson plans for reading were discussed in detail with special attention given to having specific reading objectives for the lesson. In addition, examples were given to show how there could also be a career awareness focus. To facilitate the planning, each student was given a form that listed career awareness areas and provided space for organizing possible alternatives to include in a unit or a lesson. See Appendix VII.

Before students wrote the lesson plans required in specific objective #12, additional input was given on how to use career awareness as a means to stimulate oral expression and written expression in the Language Experience

Approach to Reading. Awareness of self and others is basic to the Language Experience rationale. Examples of materials to facilitate this concept were provided the students. See Appendix VIII.

For samples of lesson plans written by the students, see Appendix IX.

Effectiveness of Course Infusion

This course proved to be an effective one in which to infuse elements of career education. The established objectives for the course provide for the relevancy of reading to the life roles from childhood to adulthood. Because of this relationship, it made for a natual inclusion of career awareness content and the process of infusing this content into regular courses in the elementary school. Through words and action it was demonstrated that in the elementary school curriculum career education must be a part of, not apart from, the traditional subject areas.

The addition of objectives for writing specific types of lesson plans to include a career awareness focus provided an opportunity for the students to actively participate in an infusion process. At the same time, the activity helped to raise their awareness of the many materials that can be used in relating to the life roles.

The success of any course is determined by how well students perceive they have met the planned objectives. During the first class period the following question was asked and the students gave written responses: "What does career education mean to you in terms of the elementary school curriculum, and specifically in the area of reading?"

The same question was asked at the end of the term as part of the final evaluation. Samples of the students' responses on both dates are included as one indicator of the effectiveness of the course.

January 5, 1976

(1) Possibly the definition of career education is unaware to me. However, if I were to attempt a meaning, I would suggest that career education was an awareness about the opportunities available in the living world as a mode for existence and support. Maybe it can inform a student about a goal or direction as far as a future job is concerned. In terms of an elementary curriculum, it is never too soon for a child to look towards the future in order to be a more fulfilling adult.

March 15, 1976

(1) Now, Career Education in terms of elementary school means more to me than just occupation. In regards to reading, topics such as leisure time and self awareness can be brought into the classroom and utilized, as shown to us by the creation of our Language Experience lesson plans. Also, the utility of field trips and integration of reading sum up Career Education.

(2) I do not know exactly what the term career education means in an elementary school context. My immediate reaction, then, to your question is to answer it by saying that I would like to know about this idea and to gather enough information in order to develop an insight into what career education and elementary education have in common and if this commonality is a beneficial one for the children at their age level.

(2) Giving the student an exposure to Career Education is easily done because it can make up a part of the overall reading program . . . It is easy to incorporate it into other subjects, such as Social Studies, because reading is done extensively in all subjects. I believe it is a necessary part of an elementary school curriculum . . .

(3) Children are opened to many worlds through books. The world of work and careers can be one of those worlds. Books about doctors, teachers, scientists, dentists, builders, farmers, secretaries, and all sorts of vocations often make good reading material and can make a vital influence as to what career, if any, a student chooses. I encourage the reading of such books as I look at my own childhood experiences and how such books influenced me.

(3) It means a lot more than it did when I started out this quarter. Career Education incorporates a student's whole life. What will his future job be; what is his role at home, at school; what does he like to do with his leisure time; what kind of citizen is he, etc.? It's important that a student begin thinking about himself as an individual at a very young age. Elementary schools can do this easily. Through the use of books, filmstrips, poems, records, resource people, students can learn about different occupations that people have . . .

(4) I'm not sure I understand the question, but I am very much interested in a career in Education where the learning process is developed to the fullest in each individual. Elementary school curriculum, to me, means textbooks as aides for developing the learning process; but I don't think curriculum is limited to textbooks--I feel it should include field trips, all kinds of audio and visual materials and an awareness of as many environmental contacts to each individual as possible. I think reading would fit into this concept extremely well.

(4) I really had no idea what Career Ed was until I took this class. Now I know that it involves responsibility to one's occupation, responsibility as a citizen, what one does with one's leisure time, and the role in the family of the one involved. The importance of exposing children of all ages to Career Ed is more self-awareness of what occupations are available and especially which ones are most interesting to each individual child, more awareness of what skills are needed for desired occupations, and a good feeling on the part of the child when he asks himself "Why do I have to go to school anyway?" Specifically related to reading, I think the children will have an awareness that each occupation does require a certain amount of reading and that they will have to develop the skill so that it becomes almost second nature.

(5) I feel that Career Education has a place in the school curriculum but not as much in the elementary level as the secondary level. Reading plays an important part in early training--learning to read is basic to meeting demands in later career activity. It seems that by saying this it would appear then that teaching a child to read in school is in fact a facet of Career Education.

(5) Career Education is not merely a focus on a future vocation for the child but rather what he/she does as a member of his family, and in his leisure role. It directs attention to self-awareness, the total you, and stems from there to the child's awareness of his environment around him. The area of reading should try to relate learning materials in any way possible to the acquisition of these goals through oral and written expression.

Bibliography for Ed 356; Teaching Strategies & Materials: Reading I

1. Hopke, William E., and Parramore, Barbara M., Children's Dictionary of Occupations, Philadelphia, Pa.: Career Futures, Inc., 1974 (Pupil material)

2. Nielsen, Duane M., and Hjelm, Howard F., ed. Reading and Career Education, International Reading Association, Newark, Delaware, 1975. (Teacher education book)

3. Oregon State Department of Education, Implementing Career Awareness in the Elementary School, Salem, Oregon, 1975. (Bulletin)

4. Sandberg, John E., and Simon, Kenneth F., Career Opportunities, Midland, Michigan: Pendell Publishing Co., 1974. (Pupil booklets)

5. Utah Board of Education, World of Work: Career Education Training Program, Logan, Utah: Utah State University. (Manual, slides, and tapes)

Ed 357 Teaching Strategies and Materials: Language Arts -- 3 credits
Prepared by:
Zola Dunbar

Course Description -- This course is designed to acquaint prospective elementary teachers with the content and methods of teaching oral and written skills, listening skills, language study and classroom management of language activities in the elementary schools. Emphasis includes the interrelationships of language arts, the nature of language arts in the elementary school program, listening activities, oral language activities, written expression, the mechanics of written expression, classroon organization for management of language instruction, and professional organizations for teachers in language arts. Field experience is required. Prerequisite: Admission to the program of studies in teacher education, Ed 310 and Ed 312.

General Objectives: Teaching Strategies and Materials: Language Arts is a course designed to prepare university students to be knowledeable in the following areas:

Development of children's language
Use of language in communication
The relationship between listening, speaking, writing & reading
Materials, techniques and strategies for teaching language arts in the elementary school classroom

Specific Objectives:

1. Students will know some of the major historical events which have affected the development of the English language.

2. Students will know some of the recent findings of linguists about the nature of language and the implications of these findings for teachers.

3. Students will know the broad stages of language development in children and the process by which language develops.

4. Students will know the essential aspects of effective communication.

5. STUDENTS WILL BE AWARE OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN THE FOLLOWING LIFE ROLES: FAMILY MEMBER, CITIZEN, LEISURE, CONSUMER AND PRODUCER.

6. Students will be aware of the unity, interdependence, and relationships of the various aspects of the Language Arts -- speaking, listening, writing and reading.

7. Students will be aware of the relationship between a child's experiences and the development of his language.

8. Students will recognize the difference between hearing (physical) and listening (mental, emotional).

9. Students will be aware of ways to develop good listening habits in the elementary classroom.

10. Students will be able to evaluate and use with children materials and activities for the teaching of listening.

11. Students will recognize the basis, significance and values of each child's speech patterns.

12. Students will know what studies have revealed about the nature and acceptance of dialects and the implications of these findings for the teacher and the student in the elementary school.

13. Students will know, evaluate, and use with children, activities and materials to develop oral communication.

14. Students will be aware of commonly encountered speech defects and the use of the services of a speech specialist.

15. Students will know, evaluate, and use appropriate ways to stimulate, sustain and improve children's written work at different levels of development.

16. Students will recognize the two main purposes for writing, personal and practical.

17. Students will know the differences in procedures and evaluation of personal and practical writing.

18. Students will know the difference between grammar and usage and the purposes and limitations of each in the elementary school.

19. Students will know which capitalization and punctuation skills are appropriate to each stage of a child's development of writing skills and how children acquire these skills.

20. Students will be aware of factors which may affect a child's ability to learn to spell.

21. Students will know, use and evaluate activities and materials designed to help children gain good spelling habits and skills.

22. Students will know, use and evaluate activities for developing legible manuscript and cursive handwriting for elementary school children.

23. Students will be aware of the reasons for, and the advantages and limitations of, large group, small group, and individual organizational patterns within a classroom.

24. Students will know principles of good classroom management.

25. Students will recognize the importance of having well defined objectives in planning lessons for the Language Arts.

26. STUDENTS WILL BE ABLE TO WRITE A LESSON PLAN FOR A LANGUAGE ARTS LESSON, INCLUDING A CAREER AWARENESS FOCUS.

Course Overview: An essential part of the course will be 1/2 day per week of field experience in a public school. This will be coordinated with detailed class discussions concerning rationale, materials and techniques for teaching the language arts. Reading of recent books and articles with a written reaction to each will be required. Audio visual materials along with the field experience, class discussions, and readings will be utilized to help the students meet the specific objectives of the course.

Course Evaluation: Evaluation of each student will be based upon attendance and participation in class and the field experiences, feedback from the public school teacher regarding the field experience, the written reactions to readings, a self-evaluation of progress toward meeting the objectives, and performance on a written mid-term and final examination.

Career Education Emphasis	Career Education was infused into the course at many points. In particular, specific objectives # 3, 5, 7, 12, 13, 15 21, and 26 provided for direct career awareness input.

Discussion of language development and dialects included the importance of self concept in relationship to the language arts. The slide-tape material Self-Fulfillment: Becoming the Person You Want To Be was used to focus on this aspect, while showing at the same time how career choices are affected by one's awareness of self.

Specific objective # 7 refers to the relationship between a child's experiences and the development of his/her language. The use of human resources, field trips and career education fairs were emphasized as vehicles for providing a variety of experiences.

The poem "The Parable of the Strangers" was used to emphasize the fact that all school learning does not, and should not, take place in the classroom. See Appendix X.

To further demonstrate the advantages of using community resources and also how career education can be integrated into the language arts program, a sixth grade teacher was used as a resource person. His presentation included slides of his sixth grade class in a shopping center for a full day working right along with the regular employees. He asked the university students to list specific language arts skills they saw being used and then explained the language arts activities that had been used in the classroom before and after the field trip experience.

The use of films for a language arts lesson with a career awareness focus was demonstrated by the use of "Decisions, Decisions" from the Bread and Butterflies television program. After viewing the film the students discussed how it could be used with elementary pupils in a language arts lesson as well as in other subject areas.

The relationship of this film to career education was shown by asking the class to complete the sentence "Career Awareness is . . ." The responses they gave spontaneously were listed on the chalkboard. Samples are given below verbatim.

(1) a giant behavioral objective
(2) self discovery
(3) getting along with other people
(4) community awareness
(5) reality of what jobs are really like
(6) a sense of responsibility
(7) a positive attitude toward productivity
(8) is decision making

Specific objective #26 required the writing of a lesson plan which included a career awareness focus. In preparation for this assignment, the writing of lesson plans for language arts was discussed in detail with special

attention given to having the specific objectives for language arts for the lesson. In addition it was shown how there could also be a career awareness focus. To facilitate the planning, each student was given a form that listed career awareness areas and provided space for organizing possible alternatives to use in a unit or lesson. See Appendix VII.

How to use career awareness as a means to stimulate oral expression and written expression was dealt with in relation to specific objectives # 13 and 15. Also additional input was provided before the students wrote lesson plans by providing them examples of materials that might be used. See Appendix XI.

For samples of lesson plans by students see Appendix XII.

Effectiveness of Course Infusion

This course proved to be one in which infusion of career education elements can be done successfully. The established objectives for the course provide for the relevancy of communication skills to all life roles and the importance of expereinces in language development. Because of this relationship, it made for a natural inclusion of career awareness content and the process of infusing this content into regular courses in the elementary school. It was demonstrated, as well as discussed, that in the elementary school curriculum career education must be a part of, not apart from the traditional subject areas.

The addition of an objective for writing a language arts lesson plan to include a career awareness focus provided an opportunity for the students to actively participate in an infusion process. At the same time this activity helped to raise their level of awareness to the many possibilities for using the life roles to encourage effective use of communication skills.

The success of any course is determined by how well students perceive they have met the planned objectives. During the first class period the following question was asked and the students gave written responses: "What does career education mean to you in terms of the elementary school curriculum, and specifically in the Language Arts curriculum?"

The same question was asked at the end of the term as a part of the final evaluation. Samples of the students' responses on both dates are included as one indicator of the effectiveness of the course.

January 6, 1976

(1) I cannot relate Career Education to Language Arts, except to know these are the basic necessary skills needed to compete in the world of work.

(2) Career Ed to me means designing a curriculum in such a way as to familiarize students with various occupations and some of the abilities and skills needed to enter or perform these occupations. It also means that when a particular skill is learned, it might be emphasized in class that this is a skill which it is necessary to know if you are going to become a "such and such." In Language Arts I can see the following professions being explored: teacher, poet, writer, office worker, telephone operator, business man, lawyer, librarian, journalist, etc.

(3) Personally I would not like to see Career Education in the form that it is in in high schools in the elementary schools. Such specialization and narrowing of learning would not facilitate a very broad base of knowledge in the child. Admittedly I'm hard pressed to find a direct connection between Language Arts and Career Education in the light of what could be a potential job source.

(4) Career Education in the elementary school would mean preparing the student at a very early age for responsibilities to be met later in life. I don't feel it is as important in elementary grades as it is in secondary or high school grades but see that training or learning situations in any area, i.e. math, reading, language arts, etc., is in fact a part of Career Education--helping to train the child for something he will encounter at some time.

March 16, 1976

(1) Career Education is important in making the children more aware of themselves and the world around them. The child needs to be aware of how their lives affect the world around them, and how the world affects them. It is important that they learn to express themselves and this is where language arts comes in.

(2) Career Ed means any activities which make a student more aware of, or more prepared to carry out, a specific career. Included in this I would now say are such things as how one spends his leisure time, how one cooperates with others, one's role in the community and family, good citizenship, and developing one's sense of responsibility. In short, I would include not only abilities one would need for any specific job, but qualities which everyone needs no matter what his job may be . . .

(3) In the elementary school I think Career Ed means a process that gets the child to think about himself, develop an awareness of those around him and in the community around him. It also gives them a chance to find out and explore the world of jobs and use imagination in pretending they are in one of the jobs. Career Ed opens up all kinds of opportunities for writing and oral expression and even role playing.

(4) Career Education encompasses a much broader range than merely the occupation of an individual. It extends to that person's role as a citizen in the community, the family role, and the leisure role. It is the total person and developing an awareness in each student of himself and the realities of the environment around him. The relation of Career Ed to the Language Arts program really encompasses the whole Language Arts program since the child uses Language Arts in everything he does--his verbal, oral, and written expressions.

Bibliography for Ed 357 Teaching Strategies and Materials: Language Arts

1. Agency for Instructional Television, Bread and Butterflies, Bloomington, Indiana, 1974. (Teacher resource material)

2. Oregon ASCD, Curriculum Bulletin No. 330, Vol. XXX, January, 1976. (Teacher resource material)

3. Oregon State Department of Education, Implementing Career Awareness in the Elementary School, Salem, Oregon, 1975. (Bulletin)

4. Worth, Richard ed., Self-Fulfillment: Becoming the Person You Want To Be. White Plains, New York: The Center For Humanities, Inc., 1976. (Manual and Sound-slide Set)

Appendices

APPENDIX I

Suggested Format and Criteria for Identifying, Describing and Classifying Career Education Elements Existing in Current Class Offerings

I. General Description of Course:

A. Number _____

B. Title _____

C. Credits _____ Graduate _____ Undergraduate _____

D. Usual Instructor(s) _____

E. Is this a required course? Yes ___ No ____
If you checked "Yes", for whom? _____

F. Which Term(s) is this course offered? Fall ___ Winter ___ Spring ___

G. Specific Purpose and Catalog Description: _____

_____

_____

_____

_____

_____

_____

H. How extensive is the Career Education content of this course?

check one: 1. Very Extensive _____

2. Quite a bit _____

3. A little _____

4. Very little _____

5. Don't know _____

If you checked "Very little" or "Don't know", you may find it desirable to proceed to III.

II. List and briefly describe each element or unit of content (already existing within this course) which is judged (by the undersigned reviewer) to constitute an element, facet or dimension of Career Education. Do this by completing and attaching hereafter the following description and checklist (use one page for each element or unit of Career Education which you are able to identify as existing within the course under review): complete one of the following page for each Career Education unit or element identified in this course:

A. Briefly describe in your own words the nature of the Career Education element: _____

_____

B. Is this a discrete (separate) element of instruction within the course or it is blended with or incidentaal to other elements?

Check one: Discrete_____ Blended _____

C. In terms of clock hours of class time, what is the approximate size of this Career Education element or unit: Clock hours: ____

D. To which of the following Life Roles would you classify the Career Education content of this course?

Check One: 1. Leisure _____

2. Family _____

3. Citizen _____

4. Producer _____

5. Other (describe) _____

III. In your judgemnt, should Career Education content (philosophy, concepts, methods, practice) be added to this course?

Check one: 1. Yes _____

2. No _____

3. No Opinion _____

IV. If you checked "Yes" under item III (above), describe the Career Education content which might appropriately be added and what other content should be eliminated to make room for it:

V. Comments, Suggestions and/or Recommendations:

APPENDIX II
Samples of Activities

The following activities that could be used in the various curriculum areas are intended to serve only as examples of the types of resources available. It is not an all inclusive selection and should be considered only as a starting point for the endless possibilities. The activities are listed separately only for organizational purposes and in no way should they be used to isolate career awareness from the total school program.

FINE ARTS - MUSIC, ART, DRAMA

CONCEPT: World of Work GRADE LEVEL: 1

TOPIC: Career Awareness

OBJECTIVE: Knowledge of careers at school. Introduction to careers in the community. (Music, art and drama give people pleasure)

ACTIVITY:
1. Listen to tapes or records of musical selections.
2. Look at pictures.
3. Consider how the artists may have felt when they created and/or performed the work and how the selection makes us feel.
4. Let each child choose one occupation he knows about in the fine arts area and pretend to be that person--paint a picture--dramatize a story, etc.

RESOURCES: Bauer, Helen. Good Times at the Circus
Bemelmans, Ludwig. Madeline and the Gypsies
Buchheimer, Naomi. Let's Go to a Television Station
Greene, Carla. I Want to be a Musician
Hornby, John. Clowns Through the Ages

SOURCE: Beaverton School District, Career Education File Box, Grade 1, Beaverton, Oregon, 1974.

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LANGUAGE ARTS

CAREER QUIZ GAME GRADE LEVEL: 3-6

PURPOSE: To expand the learner's knowledge of the hundreds of careers involved with common resources.

MATERIALS: Paper and pencil, or oral.

ACTIVITY: The teacher will tell the class a word representing a natural resource. The students will either write or give orally a list of occupations involved with that resource.

EXAMPLE: Teacher: "tree"
Student: "logger, tree farmer, nursery man, log truck driver, scaler, orchard farmer, fruit picker, etc."

Teacher: "wheat"
Student: "seed store man, farmer, miller, baker, wallpaper hanger, spaghetti maker, etc."

SOURCE: Portland Public Schools, Area II, Career Education: An Idea Book, K-6, Portland, Oregon, 1971.

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LANGUAGE ARTS

SOUNDS OF WORK GRADE LEVEL: 1-6

PROCEDURE:

Day 1: Have a team of students record the sounds of work on a tape recorder. Tape should have at least ten sounds and not last longer than five minutes.

Day 2: Play the tape once completely through for the class. Start with the first sound and have students draw a picture of the machine or work being done for the first five.

Day 3: Students should have the opportunity to relate their pictures with the sounds. Suggestion: Play the first sound then let students show their picture of what they thought it was and so on through the five sounds. Do not show what it really is until Day 7.

Day 4, 5, & 6: Play the other sounds and have the students split up into groups. Their task is to act out the sound they hear as to what occupation, action or skill is being represented.

Day 7,8,9,10,11: Place the pictures on the bulletin board with a picture of the actual work being described on the tape. Place the tape recorder on a table under the bulletin board with a set of ear phones. One sound should probably be represented on the bulletin every day. Allow students, individually, to listen to the tape in their unplanned time.

Suggestion for work settings: Students identify job(s) by name and describe the work setting usually associated with that job.

SOURCE: Exemplary Career Education Project, Career Awareness Activities Kit, Springfield School District #19, Springfield, Oregon, 1975.

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MATHEMATICS

THEME: Measurement GRADE LEVEL: 2

PURPOSE: To relate the skill of measurement to occupations.

OBJECTIVES: Learners will use tools of linear measurement, rulers, yardsticks, or tape measures and measure specified areas accurately.

MATERIALS: Rulers
Yardsticks
Tape Measures
Trundle Wheel

PROCEDURE:
1. After instruction in the use of rulers, yardsticks and tape measures, ask students to name workers who would use linear measurement in their work. Possible occupations are carpenters, cabinet makers, architects, plumbers, sign painters, interior decorators, road builders, tailors.

2. Divide students into groups and give each group a task involving measurement. For example, one group might be called "Roadbuilders" and its task would be to measure a designated area of the school yard. Another group may be "Carpenters" and its task would be to measure the length of the hall in the school. The "Interior Decorators" might measure the dimensions of the classroom.

SOURCE: Portland Public Schools, Area II, Activities for Career Education - K-6, Portland, Oregon, 1973.

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MUSIC DO YOU KNOW THE TRUCK DRIVER? GRADE LEVEL K-2

PURPOSE: To learn the names of a large variety of occupations and to become acquainted with them.

MATERIALS: Music to "Do You Know the Muffin Man?"

ACTIVITY: Sing the song "Do You Know the Muffin Man?" substituting a variety of jobs such as:

"Do You Know the Truck Driver?" or
"Do You Know the Store Clerk?"

While singing the song, the occupation being sung about might be acted out.

SOURCE: Portland Public Schools, Area II, Career Education: An Idea Book, Portland, Oregon, 1971.

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PHYSICAL EDUCATION GRADE LEVEL: 1-3

OBJECTIVE: To explore individual movement possibilities as a means of determining muscle coordination by. . .

MOVEMENT
COMBINATION: Drawing on the previous sets of learning experiences dealing with basic locomotor skills, students learn through exercises that a combination of movements is necessary to accomplish certain tasks. Combination movement can be defined as the simultaneous locomotion of body parts, in which muscle coordination is developed.

RESOURCES: Exercise space
Record player
Record Rhythmic Activities
Poster set
Film projector
Films: Movement Exploration: What Am I? or
Joints Let You Bend.

LEARNING
EXPERIENCES: Students may portray construction workers by building a house in pantomime and without props. Background music, if desired, can be Side I, Band I, of Rhythmic Activities.

BASIC: With students in a circle, give them the following cues:

1. Show in how many directions you can rise and fall (forward, backward, sideward).
2. Show how you would stand up if you were frightened (happy, excited).
3. Swing and sway at the same time.
4. Show how you would swing your arms if you were hitting a ball.
5. Show how you would push and pull something very heavy (light).
6. Push and pull with your body while your feet are very close together.
7. Bend over and stand "on all fours."
8. Find many different directions you can bend (stretch) your body.
9. Twist your body to your right (left).
10. Twist (turn) while you are sitting.
11. Show how many parts of your body you can shake (pound) while you are sitting (kneeling).
12. Show how fast (slowly) you can shake.

SUPPLEMENTARY: Using Poster Set 10.1, "Movement Combination," students can discuss the various life activities they depict that require combinations of movements. Extend the discussion to include work activities with which the students are familiar; for example, those of the school custodian who sweeps, repairs, or perhaps climbs a ladder to change a light bulb.

Students can pantomime the following activities:

1. Paint with a roller high on the wall
2. Saw a log
3. Roll out some dough for a pie crust
4. Push a wheelbarrow that has a heavy load
5. Pick up a heavy rock with both hands and lift it overhead.

SOURCE: Center for Vocational Education, Physical Education for Tomorrow, Ohio State University, Columbus, Ohio, 1974.

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SCIENCE

SUBJECT: Tools and Occupations GRADE LEVEL: 1

CONCEPT: Preparation and Awareness

TOPIC: Skill Awareness - Beginning Competence

OBJECTIVE: School is a career. Education and work are interrelated.

ACTIVITY:
1. Help children understand that knowing about science helps people make tools that help them in their work.
2. Match various tools and occupations.
3. Dramatize situation: The truck loader needs to put a heavy box on a truck. It is too heavy to lift. He uses what he knows about science and uses the inclined plane to move the box.
4. Read related books.

LIBRARY: Beim, Jerrold. Tim and the Tool Chest
Burton, Virginia. Mike Mulligan and His Steam Shovel
Greene, Carla. I Want to be a Carpenter
I Want to be a Road Builder
Leavitt, Jerome E. True Book of Tools for Building

SOURCE: Beaverton School District, Career Education File Box, Grades 1 and 4, Beaverton, Oregon, 1974.

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SOCIAL STUDIES

THEME: Walking Tour of Downtown Portland GRADE LEVEL: 3

PURPOSE: To help the child become aware of the various types of buildings in a downtown area.

OBJECTIVES: Given pencil and paper the learner will be able to classify at least two of the various types of buildings seen into the four life roles.

MATERIALS: Pencil, Paper
(Magazines, construction paper)

PROCEDURE: After completing the walking tour, discuss the various types of buildings seen. List these on the chalkboard. Have the children

take a piece of paper and fold it in half. Head each section with one of the four life roles. Under each heading list the buildings that fit the special life role.

RELATED ACTIVITIES: Find pictures of various kinds of buildings, cut them out and paste on construction paper to make a collage.

SOURCE: Portland Public Schools, Area II, Activities for Career Education, K-6, Portland, Oregon, 1973.

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SOCIAL STUDIES

WHO MINDS THE STORE? GRADE LEVEL: 1-6

OBJECTIVE: To be able to confront an everyday problem and develop a possible solution.

PROCEDURE:

1. Present a problem to the class. For example: The theater manager is responsible for the operation of the theater. He has an assistant who works on Tuesday, Thursday, and Saturday nights. He (the manager) works Monday, Wednesday, Friday, and Sunday nights. His family has planned a pleasure trip for Saturday, Saturday night, and Sunday.
   Saturday morning before the trip starts, the assistant calls to say he is sick and will not be able to work until Monday evening.
   What will happen to the family trip planned by the manager's family?
   In this case the responsibility is unpleasant because the decision must be made by the manager and the decision will have an effect on the family in any case. If a substitute is unavailable, Father will work; if a substitute is used, Father will be able to go.

2. Lead children to plan a dramatization of the situation. The six members of the family and the location of the trip must be determined by the class. Obviously such a short time period for the trip implies going to a nearby location. Help the children decide how a family will accept the news that the father is now responsible for the theater on Saturday night.

3. Alternative plans could be made: (1) Mother and the children could take the trip without Father; (2) Father could hunt for a substitute for his job on Saturday night; (3) the family could all stay home and take the trip another time; or (4) another shorter day trip could be planned.

SOURCE: Exemplary Career Education Project. Career Awareness Activities Kit, Springfield School District #19, Springfield, Oregon, 1975.

SOCIAL STUDIES AND LANGUAGE ARTS

GRADE LEVEL: 4-6

OBJECTIVE: The students will be able to identify and understand that the policeman has many helpers.

A. Skills and Activities related to Social Studies

1. List and discuss various helpers of policemen:

   a. patrolman
   b. policewoman
   c. F.B.I. men
   d. motorcycle police
   e. radio dispatcher
   f. judge
   g. desk sergeant
   h. detectives
   i. lab. technician (fingerprint classifier)
   j. highway patrolman
   k. secretaries
   l. photographers
   m. sheriff
   n. attorneys.

2. Role play the positions of the above examples and relate to a hypothetical situation.

B. Skills and Activities related to Language Arts:

1. Read stories about various helpers of the policeman.
2. Have oral or written reports on individual helpers for the policeman.
3. Add these new words to vocabulary list and notebook.
4. Have first hand stories or experiences with police helpers.

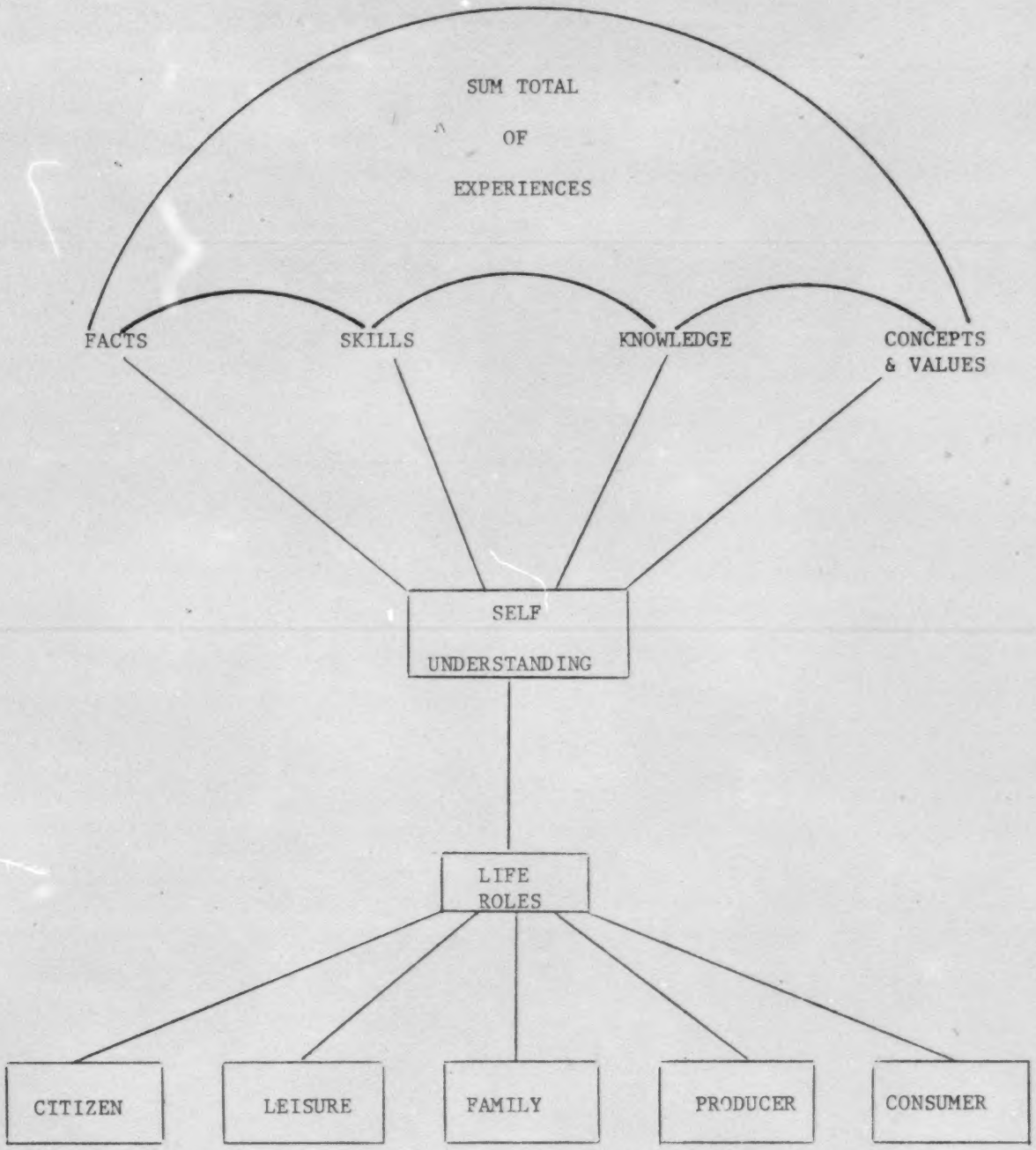
SOURCE: Helena School District #1: An Occupational and Career Development Program, Helena, Montana.

APPENDIX III

Diagram Showing the Relationship of Career Education to the Total School Curriculum

In providing information concerning Career Awareness, the relationship of the life roles to the total elementary school curriculum was discussed. Students were given a copy of this diagram to illustrate this concept.

THE RELATIONSHIP OF CAREER EDUCATION TO THE TOTAL SCHOOL CURRICULUM



APPENDIX IV

Cipher in the Snow

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners bus as I did most all snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white even against the snow.

"He's dead," the driver whispered.

It didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus, "A doctor! Quick! I'll phone from the hotel...."

"No use. I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad," he muttered, "just tapped me on the shoulder and said, real quiet, 'I'm sorry. I have to get off at the hotel.' That's all. Polite and apologizing like."

At school, the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half whisper.

"Don't know his name; some kid from Milford Corners," was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone and, anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted levelly. "And in last year's sophomore personalities column I note that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans' place and thought about the boy. Cliff Evans. "His favorite teacher!" I thought.

"He hasn't spoken two words to me in two years!" I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked." I thought a minute. A boy who never smiled. I never saw him smile once.

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about bein' ailing."

His step-father snorted. "He ain't said nothing about anything since I moved in here."

Mrs. Evans pushed a pan to the back of the stove and began to untie her apron. "Now hold on," her husband snapped, "I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared bleakly at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by step-father, five young half-brothers and sisters. These meager strands of information and the list of D grades were all the records had to offer.

Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evenings, and that was all. He had never belonged to a club. He never played on a team. He had never held an office. As far as I could tell, he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations - "real sweet, shy child; timid but eager." Then the third grade note had opened the attack. Some teacher had written in a good firm hand, "Cliff won't talk. Slow learner." The other academic sheep had followed with "dull;" "slow-witted;" "low I.Q." They became correct. The boy's I.Q. score in the ninth grade was listed at 83. But his I.Q. in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and the other in the sad, dog-eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked pale face; a skinny body in faded jeans; and big eyes that had looked and searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many whispered child conversations had excluded him, how many times he hadn't

been asked. I could see and hear the faces and voices that said over and over, "You're dumb. You're nothing, Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me; when finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list "Heart failure" as the cause of death, but that wouldn't change my mind.

We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the student body officers and a committee from the junior class went as a group to the church, being politely sad. I attended the services with them, and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He had been my challenge year after year, class after class. I look up and down the rows carefully each September at the unfamiliar faces. I look for veiled eyes or bodies scrounged into a seat in an alien world. "Look kids," I say silently, "I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you coming out of here thinking himself a zero."

Most of the time--not always, but most of the time--I've succeeded.

Jean E. Mizer
N.E.A. Journal, November 1964

The story is true, but the names of the characters and the location have been changed.

Who is responsible for all the Cliff Evans images? Yes, the individual lives with the consequences of his own self-image; but we, each of us who lives with children, is surely irrevocably the artist by virtue of what we have and have not done.

APPENDIX V

The Death of Spring

The child entered the
classroom saying,
"Our tulip bloomed!
Our tulip bloomed."
The teacher, busy with
attendance, said,
"No talking,
No talking."
The child, obeying, slumped
to his seat,
Daydreaming,
Daydreaming.
The teacher said,
"John, listen, listen,
Answer the roll."
And the boy answered,
"Here,
Here."
"We will now have science,"
the teacher said,
"Page 93,
Page 93."
"One season is called Spring.
See the pictures of Spring,
Read the words of Spring."
John blurted out,
"Our tulip bloomed,
All shiny and red."
"John, don't interrupt," the
teacher said,
"Pay attention.
Read the words."
Through the window
a robin sang,
Gathering grass,
twigs and thread.
"John, pay attention; read
the first sentence."
"Spring is one of four seasons,"
John read numbly.

Carolyn Stoke Bollenback
Rosemead, California

The Reading Teacher
December, 1975

APPENDIX VI

After choosing a job from the attached list of Raleigh West Classified Ads - Help Wanted, prepare your written application.

All Job Applications Should Have

1. Name.
2. Firm applied to AT TOP of page.
3. Any experiences you have that are appropriate.
4. Reasons you should be hired for this job over anyone else.
5. Educational background.
6. Special talents that make you the best suited for this job. (include your hobbies)
7. Personal references.
8. Birthdate.
9. Phone number and address (use school's if unknown or unlisted).
10. Statement of truth.

RALEIGH WEST - Classified Ads - Help Wanted

Two Openings - Waiters - Waitresses. Mature, experience preferred. Must have pleasant manner and enjoy meeting the public. Address applications to the
ARCTIC CIRCLE

We are looking for a person with filing and record keeping talents. Interest in travel and foreign places. Alphabetizing skills a must.
JANE BERGSTROM TRAVEL

Serious person needed with strong math background. Experience in budgeting, costing and special projects preferred.
R.W. BOGUMIL-CERTIFIED
PUBLIC ACCOUNTANT

Position available to person who enjoys meeting the public and relates well to children. Energetic, dynamic person needed immediately.
CARD PORT

Do you enjoy dealing with the public and are you a bondable, math-oriented individual? Combine these in a credit oriented career.
CHRYSLER CREDIT

Now taking applications for work in executive-type offices. Applicant should be interested in office/ clerical work and the management of large shopping center. Apply now.
EXECUTIVE OFFICES

Would you like to work for an established firm? Are you an aggressive, sales-oriented person? Apply.
FARMER'S INSURANCE GROUP

Need strong career minded individuals with strong background in reading and communication oriented skills. Must be willing to work and apply themselves independently. Two positions available.
FEINER, QUERIN & RUEPPEL
ATTORNEYS OF LAW

Banking Opportunity - Progressive financial institution needs to fill this key position. Must be interested in the complete banking process.
1st NATIONAL BANK

Do you dig music and have you a basic understanding of electronically recorded, produced, and amplified sound? Position now available.
FRED'S SOUND OF MUSIC

Person needed with a basic love of antiques and good historical background. Do you like to rub elbows with Louis XIV chairs?
GENERATION III

Salesperson - Do you understand clothing design and coordination? Do you enjoy being in the public eye? Are you willing to start at the bottom and work your way up?
JERI'S

Person with background in interior decorating and design would be our ideal employee.
KALEIDOSCOPE

Large retail furniture store with more than one outlet needs person interested in the basic background of the furniture business. Serious applicants should apply immediately.
LAMPUS

Fascinating and challenging career awaits you in the import/export business. Do you have an interest in other cultures and foreign businesses?
MARK THOMAS INTERNATIONAL, INC.

Person needed immediately for work in franchised cleaning plant. Hard worker with no jeans need apply, only.
ONE HOUR MARTINIZING

Large chain variety and drug store would like to fill two positions in their stock/sales department. Responsible people needed for immediate employment.
PAY AND SAVE

Are you interested in hair styling and cosmetics? Position available to the right girl who likes to wear dresses.
ROYAL DUCHESS

Large chain grocery store is looking for person who shows an active interest in grocery retailing and is willing to seriously apply themselves in a learning experience.
SAFEWAY

Specialty clothing store looking for the right girl who shows an active interest in children and meeting the public.
SCOTT'S BABY NEWS

Would you like to work for a firm that deals in ordering and direct public contact?
SEARS CATALOG SALES

Immediate opening in a retail store that sells the base for the human race. Get into retailing on the ground floor.
SHOE TREE

What's bigger than an elephant and sometimes shelters several people? Get in on big item sales in a volume business.
STASSEN'S

S T R E T C H your experience in sewing, clothing and sales in an Oregon based and established firm.
STRETCH AND SEW
Needs the Right Girl.

Claims department of large insurance firm looking for the right individual who knows how to file and shows an interest and enthusiasm in office work. An equal opportunity employer.
UNIGARD

Remember when "Me and Betty-Lou were sipping colas"? Well, that's how this firm started out serving in East Portland, but we're everyone's "hang-out" now. We have two positions available to persons interested in food preparation and handling. Experience preferred, but not necessary.
YAWS

Are you sugar and spice and everything nice? When it comes to sweet jobs, this one's a delicious delight, but please help sell and not handle the merchandise.
VAN DUYNS

APPENDIX VII

Form for Organizing a Lesson Plan

SUBJECT:

OBJECTIVE:

CAREER EDUCATION FOCUS:

CAREER AWARENESS AREAS			RESOURCE PEOPLE	AUDIO-VISUAL AIDS	PRINTED MATERIAL	STUDENT RESPONSE
S E L F	FAMILY	FAMILY ROLE				
		RESPONSIBILITIES				
	CITIZEN	COMMUNITY ROLE				
		RESPONISBILITIES				
	LEISURE	PARTICIPANT				
		OBSERVER				
		GROUP				
		INDIVIDUAL				
	PRODUCTIVE	TRAINING				
		WORK ACTIVITIES				
		CLOTHING/ EQUIPMENT				
		CHARACTERISTICS: PEOPLE/DATA/THINGS				
		RESULTS: PRODUCTS/SERVICES				

APPENDIX VIII

Examples of Materials to Aid Students in Lesson Planning

My Friends

My Family

My Recreation

Me

My Job

Whats in a name?
Very few are the same.
Yours is a very special one,
You will see when you are done.

J	olly
A	thletic
N	eat
E	njoyable

* Put a word that tells something about yourself by each letter in your name.

The ABC's of Careers

A-B-C-D-E-F-G

How many jobs can there be?

Name the careers from A to Z.

Choose a worker you'd like to be.

A - athlete

B-

C-

D - doctor

E - electrician

F-

G - gardener

H - host

APPENDIX IX

Sample Lesson Plans for Reading Developed
By University Students

Lesson Plan
Basal Reader Grade 2

I. Objective

A. Each child will be able to read the story, "Marcia and Marvin."
B. Each child will identify one or more roles he/she plays in daily life, i.e. home, school, at play.

II. Materials

A. Basal reader for each child
B. Paper, crayons, scissors

III. Procedures

A. Each child is to read the story, "Marcia and Marvin" silently.
B. When every child is done reading, discuss the story.
   1. What can they identify as characteristics and responsibilities of Marcia and Marvin?
   2. What did they do in their free time?
   3. What did they do at home?
   4. Did they have hobbies?
   5. What were their thoughts about the future?
C. Direct attention away from Marcia and Marvin and on to the children's lives. Emphasize self-awareness!
   Have the children talk about the things that they do at home, at school, at play, that make up their lives.
D. Have the children do exercise, "What's in a name?" (You passed out the ditto sheet to us--the one where each child writes his name out and then puts a word out from it that tells something about self by each letter in the name.)
E. Have each child draw a picture and caption it to tell a story, or dictate to teacher something about their lives that they are willing to share. Emphasize self-awareness.

IV. Evaluation

A. Did each child participate?
B. Did each child comprehend story?
C. Was each child able to identify characteristics about him/herself and own life and share them?

Lesson Plan
Basal Reader Grade 3

I. Objectives

A. Each student will be able to read the story.
B. The children will learn from reading the story, "Windy and the Willow Whistle," about the careers and jobs that were common in the 1900's.
C. Children will discuss the story and our community and understand what counter-parts each job would have in today's life.
D. The children will know what the activities of each job were and what they are now, and the reasons for the changes in activities.

II. Materials

A. Six copies of the basal reader, A Hundred Eyes (Scott, Foresman)
B. Poster board--several sheets
C. Bright colored felt pens or crayons
D. Magazines for cutting
E. Scissors
F. Paste or glue

III. Procedure

A. The students will read the story silently in order to learn about careers and jobs that were common in the 1900's.
B. The teacher will lead a discussion about the many jobs that were in the story. The following questions will be asked:
   1. What are some other jobs of that era?
   2. What are the activities of each job?
   3. Who might do each job?
C. The teacher will list the student responses on the chalkboard.
D. The teacher will lead a discussion about the modern counterparts of each job listed, including why some jobs have changed in the nature of duties and activities and why some have not changed.
E. The group will take charge of putting the lists into two informative posters for the rest of the class to see on the bulletin boards.
   1. The charts will include:
      a. name of job
      b. activities and duties
      c. people involved in job
   2. Children may use:
      a. pens or crayons
      b. pictures cut out from magazines
      c. any other practical things
   3. One chart is for the "Then" jobs and one chart is for the "Now" jobs.
F. The charts will be put up near each other on the bulletin board with the year (1900, 1976) posted underneath each.
G. Optional: Each child may choose a job from the chart and put on a charade for the rest of the class to guess his/her job, using the charts as reference.

IV. Evaluation

A. One basis for evaluating how the group understood the story would be through their discussions.
   1. Is it evident that they understand the story?
   2. Are they sufficiently interested in the topic?

B. The lesson may be evaluated by the overall enthusiasm and industriousness of the group.
   1. Did they take off on their own and stay with the assignment?
   2. Were they able to list the jobs according to "Then" and "Now"?

V. Time Element

The entire lesson (without charades) should take from 45 to 75 minutes. The pantomime may take another 10 to 20 minutes. So this lesson may extend over two or three days.

Lesson Plan
Language Experience Grade I

I. Objective: Each student will be able to communicate with pictures, oral discussion and writing how we can help each other because of our different abilities.

II. Materials

A. Mr. Tall and Mr. Small, by Barbara Brenner
B. Drawing paper
C. Crayons
D. Pencils

III. Procedure

A. Read the book and discuss its contents. Some questions you could focus on would be:
   1. What could Mr. Tall do that Mr. Small couldn't and vice versa?
   2. How did they help each other by using these different abilities?
   3. How do we help each other by doing things we like or can do well in school?
   4. How do we help each other by doing things we like or can do well at home?
B. Write on the board all of the answers.
C. Have the children draw pictures and write about them for use in a class book with a theme relating to the above. I.E. How do we help each other?

IV. Evaluation

A. Has each child contributed a page to the book using the theme of something he can do?
B. What has he said or written about it?

Lesson Plan
Language Experience Grade 4

I. Objective: Children will be able to communicate through an illustration and a written statement what they enjoy doing most with their leisure time.

II. Materials

A. 12" x 18" assorted construction paper
B. Writing implements, crayons
C. Blackboard, chalk
D. Book: Reading - Literature

III. Procedure

A. The story, "A Spanking's Worth" will be read orally to the class and an oral discussion of the story's events and how they pertain to the constructive use of leisure time will follow.
B. We will then discuss and list on the blackboard a number of things the children like to do with their leisure time.
C. The children will draw pictures of their favorite leisure time activity and complete the caption: "I enjoy . . . ."
D. The illustrations will be displayed on the bulletin board after the children have shared their drawings with the rest of the class, if they so desire.

IV. Evaluation: The children have met the objective if they have completed an illustration of their favorite leisure time activity and have completed the statement: "I enjoy . . . ."

APPENDIX X

The Parable of the Strangers

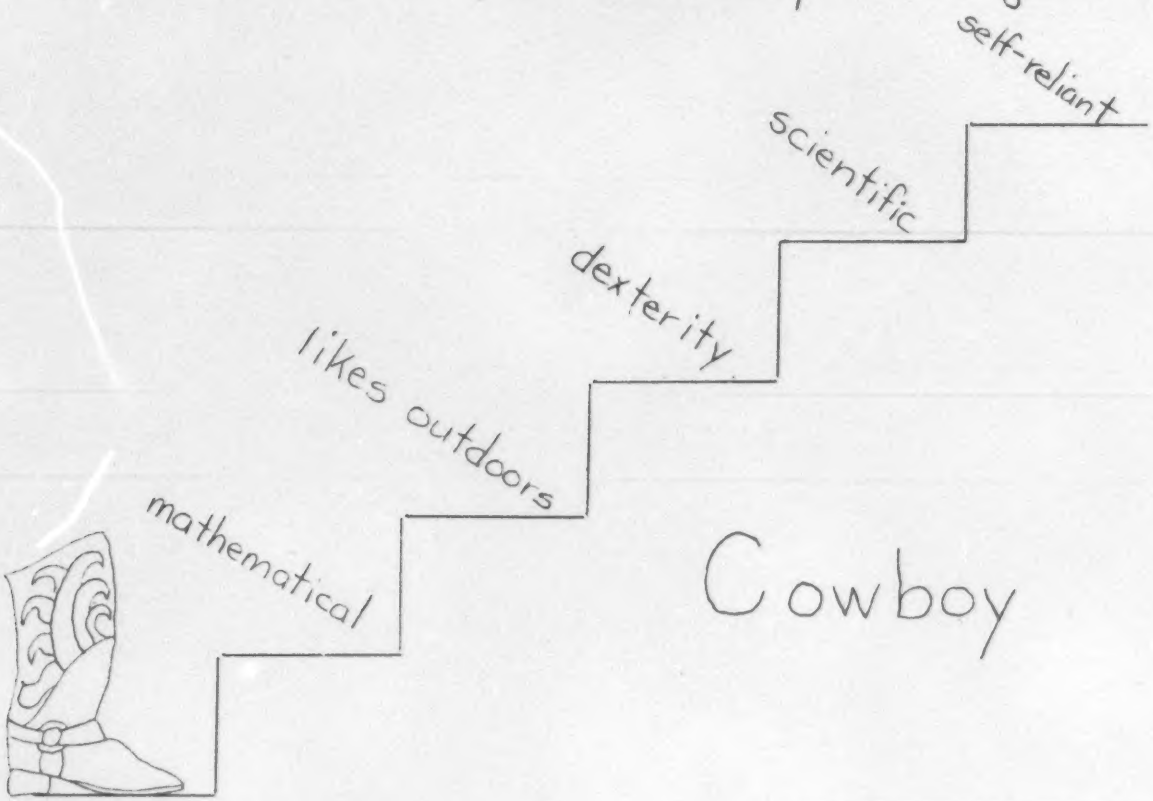
Once upon a time,
there were thirty people
who lived together
in a room in a big building.
They didn't sleep there,
but they came early
every morning
and stayed all day,
except for two days
when they didn't come at all.
They sat in chairs.
They looked in books.
And wrote on papers.
They were trying to find out
about what was going on
outside their building.
Things happened out there
much faster than
anyone could read the books.
So the thirty people
had to spend so much time
reading and trying to find out
what was going on
outside their building
that they had no time
for looking outside or even
looking around inside at each other.
The people in the room
were always behind.
They never caught up.
They never got to know
each other very well
They didn't even finish
any of the books.

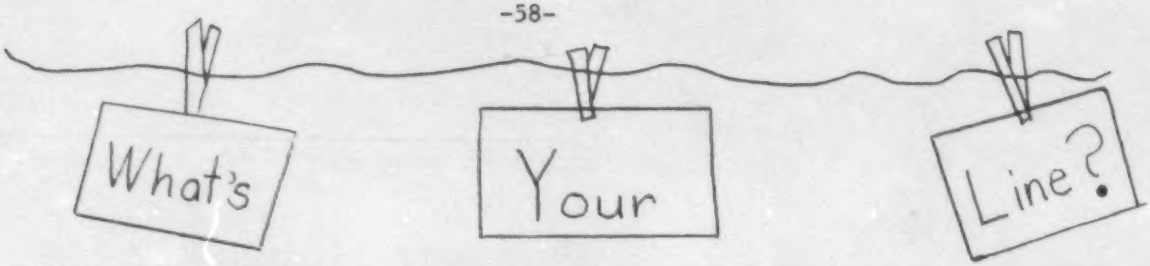
By Marilyn Burns and
Jim Robertson

APPENDIX XI

Examples of Materials to Aid Students in Lesson Planning

1. Choose a career.
2. On the steps write the interests, characteristics, knowledge, and skills needed for this career.
3. Tell us about your first day on the job.





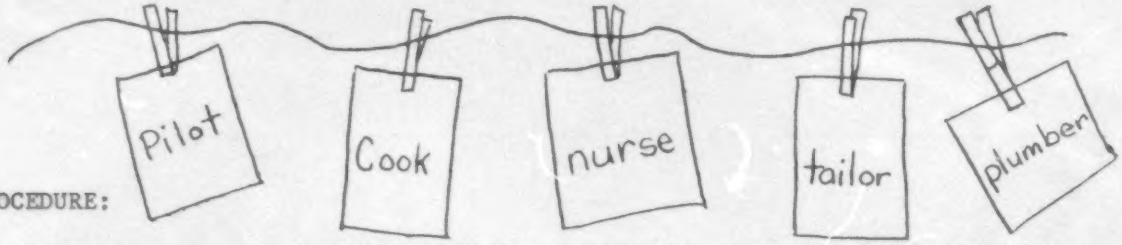
PURPOSE: After completing this center, the student should be able to write a description of a specific occupation.

CENTER PREPARATION:

Select a quiet corner and hang a clothesline. Print the following occupations on index cards:

dog catcher	policeman	astronaut
popsicle man	teacher	secretary
telephone lineman	dairy farmer	bricklayer
garbage man	housewife	miner
bartender	tailor	nurse
brush salesman	popcorn vender	plumber
pilot	cook	gardener
taxi driver	train conductor	musician
beautician	mortician	milkman
taxidermist	mechanic	chimney sweep

Using clothespins, fasten eight occupation cards to the clothesline. Idea cards can be changed daily.

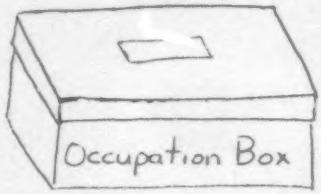


PROCEDURE:

1. Students may select a card from the clothesline and write about the occupation.

2. -Students may select a card from the clothesline and describe the occupation without naming it.
   -Place the descriptions in a covered shoe box.
   -As a group activity, students may take a description out of the box and try to identify the occupation from the information given.

3. Students may pantomime some of the occupations.



PURPOSE: After completing this center, the student should be able to write a story describing the requirements of an imaginary occupation.

CENTER PREPARATION: Using tagboard and tempera paints make a picture of the moon, Attach a sign "Jobs Available." Mount the picture and sign on a bulletin board backed with black construction paper.

EMPLOYMENT AGENCY

Using manila drawing paper, prepare a classified ad section of a newspaper entitled "Moon Gazette." List the following available jobs.

dust collector
rock sorter
lamplighter
crater guide
moon cook
moon phone operator
weatherman
Rover mechanic
earth photographer
oxygen supplier
footprint detective
landing and takeoff specialist
traffic cop

PROCEDURE:

1. Students may select a want ad from the newspaper and write a story describing the imaginary moon occupation and the qualifications required for the job.

2. Students may select any imaginary occupation and write a story describing the occupation and the qualifications required for the job.

APPENDIX XII

Sample Lesson Plans for Language Arts
Developed by Univeristy Students

Lesson Plan
Written Expression Grade 1

I. Objective: Each student will be able to communicate with illustrations and captions aspects of him/herself and his/her recreation, family, and job.

II. Materials

A. Color Crayons
B. Booklets for each child made from two 12" x 18" pieces of construction paper, overlapped and stapled together and then folded at the stapled place.

III. Procedure

A. Have the children gather around you and sit on the rug on the floor.
B. Talk about the importance of the individual, his place in the family, his job, and recreation.
C. Let the children express themselves orally in sharing their experiences.
D. Show the booklet.
E. Explain that they are to draw a picture for each page, showing something about Me, My Family, My Job, and My Recreation.
F. Children may show their booklets to the class when completed.

IV. Evaluation: Each child will have a picture for each page of his booklet.

Lesson Plan
Oral Expression Grade 4

I. Objectives

A. Each student will identify items on table and relate them to an occupation.
B. Each student will select one occupation and gather more information about the occupation.
C. Each student will give a 3-5 minute oral report about selected occupation.

II. Materials

A. Hair rollers
B. Comb
C. Salt and pepper shaker
D. Sandpaper
E. Paint brush
F. Ear of corn
G. Toy truck
H. Ruler
I. Newspapers
J. Job description list from employment office
K. College catalog

III. Procedure

A. Discuss with students the occupations that would use these items and list them on the board.
B. Discuss the usage of the want ads, job listings, and catalogs.
C. Select and show films about occupations.
D. Find people to come and discuss their occupations with students.
E. Students will give oral reports.

IV. Evaluation

A. Did each student relate an object to a career?
B. Did each student give an informative oral report?

OE 009 311